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ABSTRACT

This research focused on increasing cultural awareness and cultural literacy among 17 world geography students in a Florida sixth-grade. Pre- and post-tests, surveys, cultural notebook evaluation sheets, a speaker's bureau directory log, accountability notebook log, and a cultural resource materials log were used to gather data. Strategies included integrated units on North America and Europe, literature-based instruction on cultural folk tales and novels, and cooperative learning group projects using computer technology. The target group demonstrated an increase in personal cultural experience as measured by the pre- and post-tests. Each unit concluded with a cultural festival as a culminating event. Team teaching was using with the geography and literature instructors cooperating. (EH)

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INCREASING CULTURAL AWARENESS OF SIXTH GRADE GEOGRAPHY STUDENTS THROUGH THE USAGE OF INTEGRATED UNITS, LITERATURE BASED INSTRUCTION AND COOPERATIVE LEARNING STRATEGIES

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by

Pamela L. Doering

A Final Report submitted to the Faculty of the Fischler Center for the Advancement of Education of Nova Southeastern University in partial fulfillment of the requirements for the degree of Master of Science

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Abstract

Increasing Cultural Awareness Of Sixth Grade Geography Students Through the Usage of Integrated Units, Literature Based Instruction, and Cooperative Learning.
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Descriptors: Cultural Literacy/Multiculturalism/Literature in Social Studies/Cooperative Learning/Geography/Middle School Social Studies/Integrated Units/Interdisciplinary Teaching/Cultural Awareness.

This program was developed and implemented to increase cultural awareness and literacy among sixth grade World Geography students. Strategies included integrated units on North America and Europe, literature based instruction focusing on cultural folktales and novels; and cooperative learning group projects incorporating computer technology. The objectives for the program were for fifteen out of seventeen students to demonstrate an increase of cultural knowledge by 30%; that 100% of the students create an original folktale to be included into a class folktale anthology; a Cultural Resource Center be established with 100% more cultural-based instructional materials; fifteen out of seventeen students demonstrate increased personal experience with various cultures. Levels of success were measured by pre and posttests of A Cultural Knowledge Test. The target group demonstrated an increase in personal Cultural Experience as measured by the pre and post Cultural Experience Survey. The practicum writer designed two integrated units incorporated into the present traditional curriculum. Technology was integrated within these units through the usage of internet services and word processing reports. Each unit concluded with a Cultural Festival as the culminating activity. Several sections of these units were team taught with the sixth grade Literature instructor. All the program objectives were implemented but not completely met. However, the target group did improve in all areas concerning cultural literacy. Appendixes include pre tests, surveys, cultural notebook evaluation sheet, speaker bureau directory log, accountability notebook log, and cultural resource materials log.

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CHAPTER I

PURPOSE

Background

The site school in this practicum was located within the city limits of a growing metropolitan area in the southeastern United States. The school was a private, non-profit organization supported partly by a twelve thousand membership church. The school's instructional program included kindergarten through twelfth grade. The school began in 1987 as a college-preparatory program. The student population was 876 students. The physical environment of the school incorporated three separate buildings.

The main educational building was a three story, joint-usage facility inconjunction with a supporting church, providing a day care program on the first floor. The second detached building provided space for kindergarten through third grade. The administrative offices and school media center were located in a third, separate building next to the K-3rd grade facility. The facility in which the writer worked housed the fourth through eighth grade classes on its second floor, with the ninth through twelfth grade classrooms located on the top third floor.

The school opened in 1987 with only an elementary campus. It has since expanded into a full instructional kindergarten through twelfth grade program. The teacher to student ratio remained low in comparison to the local public schools. There were eighteen students to one teacher in kindergarten, twenty to one in first grade, and twenty-two to one in second to twelfth grade.

This practicum project focused primarily on the sixth grade class. There were ninety-one students originally enrolled in sixth grade for school year 1996-1997. There were four class sections of sixth grade, averaging twenty-two students per section.

Admission requirements into the school were rigorous. Applicants interview with administrators, fill out numerous forms and score a fifty per cent or higher in reading and math on a national standardized test. The school was filled at maximum capacity for the school year. There was a six month minimum waiting list for entrance during the school year.

Ninety percent of the schoolwide student population were Caucasian. Three percent were African-American; three percent were Hispanic; three percent were Asian/Pacific, and less than one percent were Native American or Alaskan. The socioeconomic base of the population was primarily professional, upper middle income.

The middle school grades, sixth through eighth, were organized into two faculty teams. There was a sixth grade faculty team, and a combined seventh and eighth grade faculty team, both consisting of the core academic teachers (Math, Literature, Social Studies and Science). The concept of "teaming" had only been in existence for three years at the site school.

The writer was both a classroom teacher and Middle School Coordinator, under the advisement of an upper school principal. The writer taught four classes of sixth grade World Geography. The remainder of the seven period day was spent completing administrative tasks involving the middle school program. This

was the first school year for the inclusion of a Middle School Coordinator position.

The practicum writer held a professional State of Florida, sixth through twelfth grade political science certificate, valid through the year 2002. The writer was one of five social studies teachers in grades six through twelve at the practicum school site. The social studies department head facilitated the schoolwide program.

Problem Statement

Geography pervades our daily lives. Geography is the condition of the surface of the earth as our home (Goodman, 1993). Geography provides students with useful knowledge of the global environment by explaining the relationship between people and the natural environments in which they live. The study of geography requires students to gain basic geographic skills, and to appreciate the diversity of world wide human cultures. The five themes of geography, location, place, human-environment interaction, movement and regions assists as framework for understanding geographic information. It is imperative, as our geographic literacy declines in the United States, to present geographic information to students which is relevant, global in nature and provides connections with their own personal human story. Social Studies teachers continue to seek meaningful approaches to geographic skills in their present curriculum. The use of thematic instruction, incorporating technology, literature, art, music and cooperative learning, produces a higher level of cultural awareness than the traditional textbook, single discipline approach.

In this practicum project, the seventeen member target group revealed a low level of cultural awareness. Students were learning the physical geographic features of selected regions but not the geographic influence on cultural development. This gap in learning resulted in a low level of cultural literacy.

The target group consisted of seven males and ten females. The age range of the target group was eleven to twelve year olds. The primary language spoken at home and in school was English. The students demonstrated a fifty percent or higher test score in reading and math on a national standardized test.

The results of a writer constructed Cultural Knowledge pre-test (Appendix A:45) administered to the target group during a forty-five minute class period, revealed a low level of cultural knowledge covering writer selected geographic regions. Seventeen out of seventeen students in the target group scored at or below seventy percent on this pre-test. Thus, a need existed within the target group population to increase the cultural knowledge of selected geographic regions.

The low level of cultural literacy among the target group was evident to the writer by examining the number of cultural activities incorporated into the World Geography program. On investigation by the writer, an examination of the teacher accountability notebook (including worksheets, lecture notes, lesson plans, tests, project assignments) revealed a lack of emphasis or inclusion of cultural activities. This documentation was gathered on the writer constructed Geography Accountability Activity log (Appendix B:51) sheet. The cultural attributes assessed by this instrument included the art, music, literature, traditions and folklore of a particular geographic region of the world.

Further investigation by the writer discovered a lack of cultural resource materials used and available to the writer. The Cultural Resource Material Inventory log (Appendix C:53) provided additional evidence that cultural information was very limited to the instructor of sixth grade World Geography.

The low level of cultural literacy among the target group, produced a definitive gap in instruction of various cultures, ultimately impacting the high school social studies program. Since our world is shrinking by the communication and technological revolution of the 1990s, it is imperative that middle schoolers learn the similarities and differences of various cultural regions. This knowledge and connectedness can only help develop personal worth and acceptance of other types of cultural groups. It is also extremely important to understand other cultures and their traditions in order to evangelize that area of the world for Christ, which is the primary mission of the writer's school site. The geography program in sixth grade was failing to help achieve this schoolwide mission.

One contributing factor to the practicum problem was the lack of integration by previous social studies teachers of cultural attributes into the program. The primary usage of a standard World Geography textbook, focusing predominantly on the physical geographic features and resources available of selected regions, had widened the gap in cultural learning at the school site. Upon examination by the writer of the lesson plans submitted to the administration through the required accountability notebook, and documented by the Geography Accountability Activity log (Appendix B:51), this singe discipline, textbook based instruction contributed to the practicum problem. According to

the Geography Accountability Activity log (Appendix B:51), no cultural activities were infused into the designated units of study. On investigation of the required World Geography textbook, only five number of cultural features were mentioned in the designated units of study.

The lack of cultural resource material available to the sixth grade social studies instructor also contributed to the practicum problem. Without school funded resource materials, teachers were unable or unwilling to provide materials from personal income as supplemental curriculum. Thus, the evident lack of school social studies resource materials focusing on the diversity of various cultural regions provided a second causal factor towards the low level of cultural awareness among the target group population.

After administration of the writer-constructed Cultural Experience Survey (Appendix D:55) to the target group, a third major contributing factor was apparent to the writer. The result of this survey (Appendix D:55) revealed a direct link between limited student personal experiences with other cultures beyond the continental United States, and cultural literacy. Only seven out of the seventeen target group students had traveled outside the continental United States. Seven out of the seventeen had attended classes or special programs featuring speakers from other cultures to discuss the similarities and differences of global regions. Hence, the writer attributed this lack of personal exposure to various cultures through travel or speakers as a third contributing factor.

The evidence revealed by the writer-constructed instruments, Cultural Knowledge pre-test (Appendix A:45), Geography Accountability Activity log (Appendix B:51), and Cultural Experience Survey (Appendix D:55), indicated a

lack of cultural awareness and cultural literacy among the target group. Through the validation of these writer-constructed instruments, this low level of cultural literacy revealed a lack of knowledge of the diverse cultures of the world and less understanding of how the physical geographic features impact cultural development; and less personal exposure to individuals from outside the continental United States borders. Therefore, the practicum problem's negative impact on the target population, and among other sixth grade social studies students, resulted in limited global knowledge and awareness of the world around them; a diminished view of the similarities and differences of human population groups; and decreased awareness of other cultures in order to communicate the gospel of Christ through missions outside the continental United States. Without a raised consciousness of other cultures, the fundamental curriculum emphasis of evangelism and Christian leadership preparation, as indicated through the school mission statement, would not be fully achieved.

Therefore, the target group demonstrated a low level of cultural awareness as evidenced by a score average of fifty on the writer-made Cultural Knowledge pre-test (Appendix A:45). An average to above average level of cultural literacy would be an eighty on this test. Thus, there was a thirty percent discrepancy between the two outcomes. This practicum project endeavored to eliminate this thirty percent discrepancy among the target group population.

Outcome Objectives

After a fifteen week implementation period, the proposed objectives were:

1. Fifteen of the seventeen sixth grade Geography target group students will show an increase in cultural knowledge of selected regions by 30% or more so that 100% of the target students have greater geographic literacy. This objective will be measured by comparing pre and post test responses to the writer-constructed Cultural Knowledge test (Appendix A:45). The criteria that will be used to determine increased cultural literacy will be a score increase of 30 points on the Cultural K owledge test (Appendix A:45).

2. All seventeen target group students will demonstrate understanding of cultural literature by creating personal folktales about a particular country or region of the world. This objective will be measured by the completion of a class folktales book, incorporating 100% of the target groups' entries. This criteria will be measured by the Cultural Folktales Criteria Evaluation Sheet (Appendix E:57).

3. A middle school social studies teacher resource center will be created by the writer and include 100% more cultural-based instruction materials. This objective will be measured by the Cultural Resource Materials log (Appendix C:53).

4. Fifteen out of the seventeen target group students will demonstrate increased personal experience with various cultures through the implementation and usage of a Social Studies Speakers Bureau. This objective will be measured by the writer-constructed Social Studies Speakers Bureau Directory (Appendix F:59), and the Cultural Notebook Criteria Evaluation Sheet (Appendix G:61). The

criteria that will be used to determine increased personal experience with various cultures by the target group will be by comparing pre and post responses to the Cultural Experience Survey (Appendix D:55). A Cultural Missions Festival day will be a culminating activity at the end of each integrated unit of study. This festival will include students, teachers, parents, and members of the surrounding community.

CHAPTER II

Research and Solution Strategies

Social Studies education is under increasing scrutiny. There is rising concern among politicians, educators and business entrepreneurs that American students are not literate in the social sciences. This failure can in part be attributed to the way the social studies are taught (Johnson, 1988). There is a tremendous dependence on the lecture style format and narrative textbooks, which make social studies content remote to students (Johnson, 1988).

Higher level curriculum has begun to focus on the concept of cultural diversity. The ability to compare and contrast cultures within spaces and places provides a framework for emphasizing cultural diversity (Henderson, 1992). The new interest in geographical studies is predicated on the need educators and legislators see for future citizens of the United States to have an intelligent perspective of the world in which they live (Harper, 1992). Research concerning the integration of global issues and cultural awareness into the social studies is vast and numerous. The writer chose a selection of these writings to represent the varied methods of increasing cultural and geographical literacy within the geography classroom setting. Strategies moved from the use of new technologies, incorporating music and drama, to the restructuring of curricula through an interdisciplinary approach. After reviewing a well represented segment of the research literature, the writer chose a combination of these strategies for implementation in order to solve the practicum problem of low cultural literacy among the seventeen member target group.

Svengen (1994) revealed that geography's heavy dependence on map graphics, illustrations, charts, photographs, and video offers teachers rich opportunities to integrate challenging and exciting technology techniques at all grade levels. Students are exposed to tremendous amounts of visual media and are products of a highly visual environment. Thus, the academic format should use the visual to capture the learner's interest (Svengen, 1994). Svengen (1994) detailed the myriad of new technologies at the geography teacher's disposal - electronic atlases, CD-Roms, computer simulation games, video and digital cameras (1994). To encourage projects that promote international cooperation and understanding, Svengen (1994) recommended accessing the telecommunications networks of the World Wide Web. On-line commercial services provide the novice with an easy way to access Internet,e-mail, and National Geographic Society information. Students can easily exchange information with various people from around the world (Svengen, 1994). Svengen (1994) argued that technology integration makes the classroom walls expand allowing students to contact other areas of the world. It also moves the role of classroom teacher into a guide or manager rather than the source of all information (Svengen, 1994).

In "Integrating Drama into the Social Studies Class, " Miller, Vanderhoof, et. al. (1989) discussed the use of drama as a teaching rather than a performance technique can make the world more understandable to students by recreating significant world events within the safety of knowing that these events are not real. Miller, Vanderhoof, et.al. (1989) provided unique methods to introduce, reinforce and extend major concepts in social studies. These dramatic methods

include scripted plays, reader's theater, presenting two plays representing two different historical figures from the same time period, and student created scripts used as the culminating activity of a unit (1989). According to Miller, Vanderhoof, et. al. (1989), these methods can be used not only in history courses, but also in geography and economics to create student interest and to promote content acquisition (1989).

Byklum (1994) remarked in "Geography and Music: Making the Connection" that music holds numerous possibilities for geographic study. According to Byklum (1994), the musical lyrics of a song imparts an image of that particular culture. The use of geographic terms through lyrics create a type of "perception" geography, representing culture through symbolic interpretation (1994). Byklum (1994) gave examples of popular music incorporating geographic terminology, such as rivers and mountains, producing various images and perceptions in the listener. Students completed several activities defining the use of geographic terms as musical lyrics. Thus, a connection between cultural pop music and geography was made by the listeners. The use of popular music in the classroom is "an untapped source by which geographers can gain yet another insight to understanding human culture" (Byklum, 1994, p. 274).

Allen and Molina (1992) discussed the use of picture postcards as a vehicle for geographic education. The use of postcards were easily incorporated into the geography curriculum through various teaching strategies. The three strategies outlined by Allen and Molina (1992) were linked to four of the five themes of geography - place, location, region, and movement.

The use of picture-postcards to create a bulletin board album through the year developed an interest in students of the vast differences between nations and major cities under study. This strategy emphasized the geographical concept of place. Post cards could also be used as a means for higher order thinking development (Allen & Molina, 1992). An unlabeled "mystery card" could spur students to questioning and researching the location of such a town or city pictured. Open discussion can develop over the picture, its history and location. A third strategy discussed by Allen and Molina (1992) developed around the theme of movement - evolving around the differences in cultural clothing, goods and services represented in the postcard picture. Since postcards have limited reading material, reluctant readers are excited about geography via picture postcards, because their learning is not deterred by a textbook beyond their comprehension. Postcards tap into the visual connection among learners today (Allen & Molina, 1992). When students become interested in postcards by collecting and trading them, the teacher has prompted students towards geographical literacy (1992).

Mustoe (1988) used shortwave radio signals to increase cultural awareness within the geography curriculum. Shortwave (SW) radio is a means of broadcasting on a selected portion of the radio frequency spectrum. Signal travel great distances, much greater than regular AM or FM radio. The broadcasts originate from state and privately-operated radio stations all around the world (Mustoe, 1988). According to Mustoe (1988), many students had no interest in reading about places and people about which they know nothing. Some students do not even believe or care that other cultures really exist. Mustoe (1988),

through the use of shortwave radio signals, provided geography students an opportunity to listen in to speakers from Germany and the former USSR. This method of instruction culminated into a student centered "listening center" including information gathered from the various listening areas. The use of shortwave radio, however, is not an easy answer to classroom management, nor is it a substitute for a textbook. It takes skill to organize the information for the students, and to provide meaning to the information gathered (Mustoe, 1988).

A wide array of research to increase geographic and cultural literacy centered around literature-based instruction in the social studies. Allen and Hoge (1990) stated that a wealth of exciting children's literature is available that includes not only stories from many places around the United States but also translations of stories from many lands and cultures (1990). The use of children's literature created high interest among students in the geography classroom. According to Allen and Hoge (1990), geographic literacy is more than memorization and regurgitation of isolated facts about states, capitals, people and places. Geographic literacy moves beyond the recall of facts toward developmental understanding about humans and relationships with the environment (Allen & Hoge, 1990). The term "geographic literacy" consists of three interrelated features: a specialized vocabulary and concepts to be mastered; the learning of generalizations regarding relationships between people and places; the use of information about a place to reveal its "hidden" geographic relationship within a region. The mastery of each feature can be developed by using children's literature as the vehicle (Allen & Hoge, 1990).

Dowd (1990) reinforced the use of children's literature to convey geographic concepts. According to Dowd (1990), fictitious picture story books and folktales as genre of children's literature are ideal sources for information about geography. Picture story books provide the listener and reader with illustrations and text about characters from various cultural backgrounds, within geographic settings. Folktales, often handed down orally from one generation to another, often describe the physical geography of a culture in the stories setting. Even the illustrations of folktales give clues to the geography of the culture described (Dowd, 1990). By incorporating geographic concepts with children's literature in classrooms, teachers would be implementing a strategy which the National Geographic Society's Gallup poll believed would greatly improve geographic literacy (Dowd, 1990).

Levesque (1989) supported the integration of social studies with reading and language arts by stating that through literature based instruction, students can learn many things about human societies. They can learn that all societies are bound by common interests and standards which distinguish specific cultures (Levesque, 1989). The concept of critical thinking, often highly valued by social studies teachers, is the highest level of reading comprehension. This skill requires the reader to evaluate and judge the worth of a statement based on what information is already known (Levesque, 1989). The Social Studies teacher can discover appropriate literature to integrate into the geography curriculum by examining several guide books such as the "Notable Children's Trade Books in the Field of Social Studies" and the award-winning fictional John Newberry Award winners (Levesque, 1989).

Savage and Savage (1993) remarked that by using children's literature in the classroom, teachers can create cultural units that will introduce students to our multicultural world and will help them to become productive citizens. Savage and Savage (1993) presented several approaches for developing a cultural studies unit in the social studies. One approach described was to structure the multicultural unit around the folk tales from different countries. Nelli, as cited by Savage and Savage (1993), stated that folklore provides a means to study a culture, examine its values and concepts and reflect on one's own culture in the process. Students might read different versions of the same story and compare the various versions from different regions or compare and contrast folktales from several regions (Savage & Savage, 1993).

A second approach to integrate literature into a cultural unit was the use of several trade books written about a selected region. These books can be read individually or in cooperative learning groups with students sharing information. The teacher constructed activities should assist the students in experiencing vicariously the lives and traditions of diverse cultures (Savage & Savage, 1993). Trade books suggested for use by Savage and Savage (1993) included Homesick: My Own Story, Number the Stars, Streams to the River, River to the Sea, The House of Sixty Fathers. Each of these trade books, written by various authors, can develop geographic concepts by the reader mapping the stories or discussing the descriptive geographic terms.

McGowan and Guzzetti (1991) argued that "tradebooks" - any quality literary work that is not a textbook - can enhance conditions that influence the degree to which a social studies program fosters conceptual understanding. These

five conditions are variety, interest, comprehensibility, relevance and citizenship (1991). Many tradebooks represent characters who stood up to be counted and made difficult choices whatever the cost (1991). This modeling through literature can engage students in developing critical thinking and reasoning skills, producing an informed citizenry. Strategies for delivering tradebooks to children can include students reading the story individually; forming reading teams of five to six students and have each cooperatively read a copy; provide reading aids (tapes, reading summaries, guides) to help students with reading comprehension, or the most efficient strategy is for the teacher to read the work aloud to the class. The children not only develop listening skills but can ask questions and make comments about concepts they do not understand (McGowan & Guzzetti, 1991). A mini-literature based unit might also follow a traditional social studies unit to reinforce concepts and skills just presented (1991).

Fuhler (1991) used the teaming of tradebooks with the traditional textbook to reinforce learning of history in the social studies classroom. According to Fuhler (1991) the reading of trade books facilitated the acquisition of understanding in a way that could not be accomplished with textbooks. Cullinan, Harwood, and Galda, as cited by Fuhler (1991) remarked that novels and nonfiction choices continue to provide the reader with insights into the human condition.

Tyson-Berstein, as cited by Fuhler (1992) stated that publishers of textbooks strive to please by promising interesting and motivating materials in which students can become engrossed. Despite these claims, evidence indicates that students are not particularly interested in their beautifully packaged

textbooks. Carefully selected, well-written trade books are a viable alternative to enhancing the geography/social studies curriculum.

Additional research in the area of increasing cultural awareness and literacy discussed not just infusing social studies curricula with well-written literature, but integrating ideas drawn from all the curricular areas of instruction. Berg (1993) stated that the phrase "across the curriculum" is the cry in the schools today. The fragmentation that occurred in curriculum during the '70s and '80s is disappearing with attempts to think across content lines." However, where does social studies fit in the integration process? According to Berg (1993) the answer is right in the middle! A major goal of the social studies is to help students understand the myriad interactions of people on this planet - past, present and future. Berg (1993) stated that literature, math, art, music, science, and health all need to be included when telling the story of various cultures. This type of curriculum integration was referred to as an interdisciplinary curriculum approach.

What is an interdisciplinary curriculum, and how can it increase cultural awareness among geography students? Maurer (1994) defined an interdisciplinary curriculum as the organization and transfer of knowledge under a unified or interdisciplinary theme. There are, however, various types of interdisciplinary curriculum moving from simple to more complex. The common types of interdisciplinary curriculum include correlated, multidisciplinary, interdisciplinary and the integrated day (Maurer, 1994).

A correlated curriculum is the simplest form of interdisciplinary curriculum to design. Minor adjustments in the timing of scope and sequence of

content are made within the various content areas. For example, the social studies teacher may teach a unit on Greek History during the same time that the literature class reads Homer's Iliad. The multidisciplinary approach includes different disciplines into a unified course of study. There is only one teacher involved in designing the curriculum, but the students are exposed to various disciplines within the course of study (1994).

The interdisciplinary approach, remarked Maurer (1994), organizes curriculum around broad themes which by their nature contain elements of most areas of knowledge. This type of approach can be developed by a single teacher, organizing the content curriculum around a chosen theme of study or by several team teachers.

The integrated day requires an extensive reorganization of the entire school (Maurer, 1994). In this highly developed curricula design, the entire staff of the school organizes around a particular philosophy or theme of instruction. This type of curriculum involves total immersion by the students. For example, a school may design a schoolwide colonial times day. Students would be required to dress, speak, provide food from this time period. This type of integration takes a great deal of planning and preparation (1994).

The purposes of integrated curriculum include the involvement of the entire community as a learning environment; teaches students how to analyze, explain, and apply knowledge; teaches students how to make decisions; teaches students how to work cooperatively with others; encourages individuality and diversity; improves student retention of knowledge and provides meaning to students' experiences (Mauer, 1994). According to Mauer (1994),

the teacher can use topics, concepts, problems, projects, and even skills as a basis for curriculum unification in addition to themes.

Beane (1992) argued that the separate, single discipline approach to knowledge and skills acquisition presented the global community to young people in terms of the specialized interests of the academic scholars. When we are confronted with a problem or puzzling situation in life, we hardly stop to think about which part is science, which is mathematics or language arts (1992). The fragmentation of single disciplines make it difficult for students to see the coherent picture and connections between curriculum taught. Beane (1992)also remarked that the most common attempt to integrate from the straight subject area approach is through a central theme, asking various disciplines to contribute to it - known as a subject "wheel" or "web." This was defined by Beane (1992) as a "multidisciplinary" approach and is only a small step towards pure integration. In these situations, students still move through a planned curriculum by proceeding from one subject area to another, while teachers remind students of the central theme. Teachers may choose to give more or less attention to the theme while still attempting to cover the usual amount of subject content (Beane, 1992). This approach often only includes the core academic subject teachers, leaving out the fine arts and exploratory subjects. According to Beane (1992) the multidisciplinary approach is generally open to the same criticisms as the separate subject approach, although it does present an opening move to break down subject barriers.

The next level of integration, described by Beane (1992), is that of dissolving subject line barriers in curriculum development. In this case, known as

the "interdisciplinary" or "integrated" approach, important concepts or topics related to a chosen theme are carried out. Typically, the selection of social problems, (recycling, the environment) or concerns of young people (peer pressure, drugs) are selected as themes. In this approach, teachers typically choose the selected theme and produce relevant activities incorporating several disciplines.

The next step towards an integrated curriculum is to involve students in the actual planning and choosing of themes. In this approach, young people express questions and concerns about themselves and their world, clustering those into themes, and then identifying activities and finding resources to address a theme and its related questions and concerns (Beane, 1992). The center focus of this curriculum is the concerns and questions of the students themselves. Beane (1992) also described the pure integrated curriculum as a large societal step towards understanding diversity among races, ages, and gender. Beane (1992) described the process in which students identify questions and concerns for themes as a process of bringing various types of young people together with the world around them. The views of diverse cultures are shared and honored in the group.

The role of the teacher in an integrated curriculum is quite different from a traditional, single discipline approach. A teacher's role involves facilitation, such as organizing activities, helping students clarify questions, while often participating co-equally in the class discussions (Beane, 1992). Students are viewed not just as "learners" but also "teachers." The process of developing this type of curriculum begins in the classroom, not through teacher workshops. In

many schools, the support of the administration is needed to restructure the separate subject approach. However, according to Beane (1992) integration can occur without administrative support, one teacher, one classroom at a time.

Stevenson and Carr (1994) supported integrated studies for several reasons. Stevenson and Carr (1994) stated that the outcomes for integrated study in the middle grades were based not only on an understanding of expectations associated with various subject matters but also on our understanding of the kids themselves. Stevenson and Carr (1994) looked at the characteristics of middle schoolers and recognized the goals of an integrated curriculum provide support during these turbulent years. For example, middle schoolers are preoccupied with oneself and the perception of how others regard them. There is a strong need for recognition and approval from classmates during the middle years. Middle schoolers (ages 10 through 14) are fearful of peer rejection or disapproval. Therefore, the academic program must provide many choices and options for students at this level to feel successful. In integrated studies, there exists a wide array of strategies in which students could contribute to a shared study according to their individual interests and talents (Stevenson & Carr, 1994).

Secondly, concern over peer relationships intensifies during the middle school years. Friendships become paramount in the minds of young adolescents. Thus, middle schoolers need many opportunities to relate to each other and learn how to work cooperatively in these early years. There is also a radical change in the relationships between genders during these years. Young adolescents often feel emotionally pressured to "grow up too fast" in romantic relationships. Stevenson and Carr (1994) stated that integrated studies approach provided a way

to protect children from these pressures, while helping friendships to develop. A means to accomplish this is to form a variety of groupings irrespective of gender in which the emphasis is on collaboration to accomplish shared purposes (Stevenson & Carr, 1994).

The third goal of integrated studies is to develop middle schoolers ability to come to grips with their own personal, ethical beliefs (Stevenson & Carr, 1994). Young adolescents often question "Who am I?" , "What do I believe?" and need avenues to explore various belief systems. Decision making and providing mutual support of others is enhanced through the use of integrated studies.

The ability to reason, think and problem solve is a process under development during the middle school years. The use of hands-on activities, incorporating various disciplines within the content area, provides situations for students to refine and struggle with difficult concepts. Students become responsible for their own learning through integrated studies. Teachers help to provide direction and promote learner-centered activities. Therefore, the integrated curriculum helps to develop the physical, intellectual, social, and emotional characteristics and needs of young adolescents (Stevenson & Carr, 1994).

Therefore, the research literature provided the writer will various strategies to implement in this practicum project that had worked in other similar situations. The writer chose several of the solution strategies mentioned to develop a unique, writer-constructed implementation plan. Several additional strategies, such as the establishment of a Cultural Speaker's Bureau and a Cultural

Resource Center for the middle school social studies department, will be created by the writer since there exists no established type of resources at the school site.

Solution Strategies

The writer of this practicum project centered the implementation plan around several thematic, integrated units of study. These units, created and selected by the writer, focused on the geographic regions of North America, South America, Europe, and the Former Soviet Union. After reviewing the research literature presented by Beane (1992), Berg (1993), and Maurer (1994), the writer perceived a need to move from a textbook driven, single discipline approach to an interdisciplinary approach. Since this concept was new to the school site, the writer developed the units by incorporating various subject areas into the social studies. The concept of cultural literacy was the center of each unit design. It was the writer's intention that the other faculty members on staff would observe the changes and responses to this format of instruction and be open to restructure the other single subject disciplines as well. Thus, art, music (Byklum, 1994), drama (Miller, Vanderhoof, et. a., 1989), science, math and literature was infused into the present cultural geography curriculum. The textbook was also used, but not as the primary source of instruction. The writer chose the concepts, themes and activities to present to the students during instruction. It was intended that through the use of interdisciplinary instruction, an increase in cultural knowledge and connectedness between geography and cultural development would be apparent to the sixth grade target group. The

target group would also recognize and understand the relationship between social studies and other curricula of study.

The core element in designing these units was to focus on the literature of various cultures. The use of award-winning trade books, as suggested by McGowan and Guzzetti (1991), Fuhler (1991), Allen and Hoge (1990), was the focal point for understanding the geography and culture of these two regions. Various types of folktales, as researched and recommended by Savage and Savage (1993) and Dowd (1990), was a major literary device used to understand the various cultural regions within the designed units. Folktales and trade books provided interest, meaning to a geographical setting, and enhancement of the textbook. The target group created and designed a class folktales book and participated in a Cultural/Missions Festival day at the end of each unit.

Students increased personal experiences with other cultures (North America and Europe) by attending various seminars delivered by missionaries and cultural speakers. The writer incorporated the use of on-line technology, connecting to the World Wide Web (Svengen, 1994), and pen paled with other cultures within these designated regions. Students placed current event information, research information on a selected country, and documentation from the pen pal exchange, into a Cultural Notebook. Since the practicum project ended after fifteen-weeks, the writer plans to continue this program with two more nine-week integrated units on Asia and Africa. Students will be required to continue research and current event up dates in the Cultural Notebook .

In addition to these curriculum strategies, the writer created a social studies Cultural Resource Center for teacher usage. There existed no such

resources for available integration into other social studies classes. This center was set up as an honor system check-out basis, with faculty volunteering any personal resources available to be donated for schoolwide use. The writer ordered additional resource materials throughout the practicum implementation period.

In order to further promote cultural awareness during the fifteen-week implementation period, the writer used picture postcards (Allen & Molina, 1992) as a bulletin board display. Target group students were asked to contribute to the board by bringing to class any postcards from the regions of study. This strategy produced a visual awareness of the diversity of various cultures in the world.

Hence, the writer used thematic units, literature-based instruction, on-line technology, and picture post card displays to raise the consciousness concerning the similarities and differences of various cultural regions of the world among the target group. The Cultural Resource Center, Speaker's Bureau and Cultural Notebook were new strategies created and designed by the writer to further promote cultural literacy.

CHAPTER III

METHOD

The writer used the following implementation plan during a fifteen week period. This plan was designed to increase cultural awareness among the Sixth grade target group using interdisciplinary, literature-based instruction. The World Geography textbook, by Silver Burdett and Ginn, was used by the writer to provide structure and content information, but the writer infused the curriculum with writer-constructed strategies from various discipline areas. Pre and post surveys and tests of the target group were completed prior to day one of the implementation plan. Each class period for implementation was forty-eight minutes in length. The target group rotated through a seven period schedule during the school day.

AREA OF STUDY: THE COUNTRIES OF NORTH AMERICA

CONCEPT: CULTURAL DIVERSITY

WEEK I and II:

Students took the pretest and answered survey questions for the practicum. The first week focused on Canada, its similarities and differences to the United States. Students located Canada and the Arctic Circle on a map; calculated population density; recognize differences in the governmental structures of Canada and the United States. Students compared the four major regions of Canada and identified the provinces and territories of Canada. Cooperative

learning teams completed a research project, using computer word processing skills, research skills and oral presentation skills.

WEEK III and IV:

Students focused on understanding the various types of Native American Indian groups of Canada, focusing on the Inuit tribes. Canadian art and sculpture was incorporated into the lessons through hands on activities. Students worked on teams to create their own "totem poles" made from oatmeal boxes and construction paper. These poles were displayed through the classroom, creating a spirit of respect for this area of the world. Students also learned that Canada is a bilingual country undergoing difficult cultural turmoil. Several target group students participated in a classroom debate supporting a pro or con "all french" Canada.

Canadian folktales were read by the writer to students to teach character traits, such as honesty. Many of these folk tales focused on the life of the various Pacific Northwest Indian tribal groups. The writer used tales from various sources - one entitled The Children's Book of Virtues by William Bennett. Students also spent several days learning important geographic terms covering various physical features of Canada. Students were administered a traditional paper and pen test on this area of the world. Students were instructed to write a paragraph in the cultural notebook detailing what they learned about this region.

WEEK V and VI:

In order to bring geography alive to students, the writer ordered and purchased individual novels for each target group member. Hatchet, by Gary Paulsen, was the novel of choice for the first region under study. Students were

given cultural bookmarkers and asked not to read ahead of the class assignment. This first novel was read aloud by students during class time. Students were given several written quizzes over the discussed material at the end of several chapters. Students participated in a hands on activity by drawing a small mural of the various sections of the novel. Students were required to illustrate three main ideas from three sections of the novel. These murals were displayed outside the classroom for other students to view.

WEEK VII and VIII:

The United States was the focus country this week. Students were able to describe the five landform regions of the United States; identify major areas of water, states, mountains on maps; and understood how immigration created a diverse population in the United States. The relationship between the tilt of the earth and season was examined through in class activities. Students identified and understood the major crop belts of the United States; identified the three regional specialties found in the United States. Students identified the most important natural resources in the United States; understood a flow-chart on steel production and analyzed a map of high-tech centers and manufacturing in the United States.

WEEK IX and X:

The Native American culture and traditions were highlighted during weeks nine and ten. Students individually researched a Native American Tribe. This activity was interdisciplinary, incorporating literature, social studies and grammar. Students applied research skills taught in English by writing, synthesizing and completing a paper and presentation on Native American

culture. Students visited the school site computer library to work on this project. Students accessed various computer research programs for information concerning the assigned tribal group. The final research was turned into an individual tribe booklet. Students illustrated the booklet with various tribal art designs. Students were required to write the research in creative writing format. The story included information covering type of shelter, food, religious beliefs, and other cultural information. These booklets were displayed on several bulletin boards both inside and outside the classroom.

Native American Indian folk tales, such as The Raven, The Legend of the Indian Paintbrush, Arrow to the Sun, Coyote Helps Decorate the Night, were read aloud to the target group by the writer and cultural attributes discussed. The students were to compare and contrast the various Native American cultures, as depicted through this form of literature.

WEEK XI and XII:

Mexico was the focus country during this week's lessons. Students located and labeled Mexico on a map; described the varied physical features of Mexico, and learned about the history of the Aztec Indians. Students identified the three regions of Mexico and described the major economic activities of each region. Due to limited class time, students were given the activity of creating a picture postcard depicting a vacation in Mexico as extra credit. Those postcards made by the target group were displayed on the classroom bulletin board.

The folk tale, Flame of Peace, describing Aztec culture and focus on the sun, was read during class aloud by the writer. Students created out of drawing paper "Two Flint", the main character of the tale, and wrote a main question

concerning the Aztecs inside the two-part drawing. Each "Two Flint" was colorfully decorated on the outside and displayed on a Mexico bulletin board.

The novel, The Crossing, by Gary Paulsen, was not read to students since Hatchet was the main novel for the first unit of study. Instead, students studied the various styles of Mexican tiles and created their own tiles from poster boards and poster paints. Students portrayed various aspects of Mexican culture today on their individual tiles. These finished tiles were displayed around the doorway of the classroom entrance. Students were allowed to assist each other, working in circles within the classroom setting.

After conferring with the sixth grade science instructor, the writer postponed the scheduled unit on Central and South America to the end of the practicum. At this time, the science curriculum focused on the tropical rainforests of the world. It appeared a natural decision to change the social studies format in order to create a new interdisciplinary unit on The Rainforests of the World.

This unit on North America ended with a culminating activity on Columbus Day. A Cultural/Mission Festival , focusing on North America and Central America, was planned by the writer and the literature instructor, and presented by the target group. Students chose a country at the beginning of the practicum from this region to research. Projects included a three-dimensional display, a research paper (the process taught and rough drafts graded by the team literature instructor), food for the audience made by the target member, handouts given at the festival, and information displayed from the missionary family of the country. Students were required to dress in a traditional costume from their

country during the festival. Students were also required to present a three minute speech covering information researched and studied from their chosen country. Parents, students, faculty, and community members were invited to attend the festival. Pictures were taken of participants and displayed on a bulletin board outside the writer's classroom. The writer participated as a conference speaker at the Fall 1997 Association of Christian Schools International (ACSI) in Orlando, Florida on November 25, presenting this practicum program. Twenty five Florida teachers received information from the writer on how to plan and conduct a Cultural/Missions Festival at their school site.

UNIT TWO: EUROPE AND THE FORMER SOVIET UNION

CONCEPT: CULTURAL DIVERSITY

WEEKS XIII, and XIV:

The British Isles, Scandinavia and Western Europe were the next unit of study. In order to prepare the target group for this unit, the writer planned and participated in a field trip to the Maitlland, Florida Holocaust Museum. Students viewed primary documents, World War II artifacts and toured the facility. A tour guide provided vital background information to prepare students for this unit emphasis. A film was viewed by the target group, emphasizing the effects of radical ideas on an impressionable population. This unit was an integrated unit designed with the literature teacher. Students read Number The Stars, by Lois Lowry, in literature class and completed map work on the pre and post countries of World War II in the social studies classroom. The writer spent several days lecturing on the causes and effects of World War II. Several target members

brought personal memorabilia from family members participating in World War II military action.

The writer turned the target group's attention to the British Isles and Scandinavian countries, since the setting of Number The Stars took place in Denmark. The various geographic features, economic and political activities were studied.

After the study of the British Isles, students were divided into cooperative learning teams in order to complete a European Travel Brochure project. This project required mapping skills, research of historical landmarks, calculation of mileage, and determination of present exchange rates of one of five European countries - Italy, Russia, France, Germany, or Poland. Students were given time in class to use the computer to create the itinerary of the trip. Students were given choices as to what part of the brochure to complete. The brochure included pictures from computer resources and look professional. Many students were encouraged to contact local travel agencies to gain "real life" information concerning tour packages. Students presented copies of the completed brochure to each class member and the writer. The team presented the tour package to class mates, attempting to convince others to visit that particular country.

The target group experienced a lecture presentation by an American missionary living and working in modern day Russia. Mr. Wilson, a Presbyterian missionary, was invited by the writer to share personal and professional experiences with students regarding the culture and physical geography of Russia. Mr. Wilson's presentation lasted 50 minutes, allowing time for students to ask questions. Students took notes of this lecture in their cultural notebook.

Students also participated in the second Cultural/Mission Festival, focusing on Europe and the Former Soviet Union. Students were required to write concluding unit paragraphs in their cultural notebook covering the various countries studied in Europe.

WEEK XV:

The last unit of study focused on Central and South America, with major emphasis on Brazil. This unit was designed by the writer and the sixth grade science instructor. Students participated in a field trip to the Walt Disney World Discovery Island program. This program featured various plant and animals of the South American rainforest. The practicum writer discussed various geographic features that impact the destruction of this vital rainforest area. Students, placed in cooperative learning teams, designed, planned and created team "rainforest" dioramas. These dioramas were displayed outside the classroom for other students to view. Students were able to use information gained from both disciplines, science and geography, to produce this final product. Various materials were used by team members to complete the display.

As a final practicum activity, the target group wrote individual folk tales about a country studied during the practicum period. These folk tales represented elements of folktale genre, including an illustration made by the student. These folktales were compiled by the practicum writer and presented in book form to the school library for display. Individual folktales were graded according to the writer-constructed Cultural Folk tale Evaluation Criteria sheet (Appendix E:57). The post test and post cultural experience survey were completed by the target group, concluding the practicum implementation period.

Recommendations for future implementation of this practicum program include additional missionary speakers, making earlier contact to allow for prior commitments. Target students need to present the Cultural Missions Festival to the entire student body, including the elementary students. This would provide wider exposure for the excellent research demonstrated by the individual festival participants.

CHAPTER IV

RESULTS

In this practicum project, the seventeen member target group revealed a low level of cultural awareness through the administration of a pre test and pre-survey. Students were learning the physical geographic features of selected regions but not the geographic influence on cultural development. This gap in learning resulted in a low level of cultural literacy among the target group population. The target group of this practicum project included seventeen sixth grade students at an expanding private, non-profit instructional institution.

It was the aim of the writer that after a fifteen-week implementation period the following objectives would be met:

1. Fifteen of the seventeen Sixth grade Geography target group students would show an increase in cultural knowledge of selected regions by 30% or more so that 100% of the target students had greater geographic literacy. This objective was measured by comparing pre and post test responses on the writer-constructed Cultural Knowledge Test (Appendix A:45). The criteria that was used to determine increased cultural literacy was a score increase of 30 points on the Cultural Knowledge Test (Appendix A:45). According to the following results, on the post test, only six out of the seventeen members demonstrated an increase of cultural knowledge of 30 percent or more between the pre and post tests. Eight out of seventeen students showed an increase of 6 percent to 30 percent increase of cultural knowledge. Two out of the seventeen members did not demonstrate a score increase on the post test. Only one of the seventeen members demonstrated a decrease of cultural knowledge on the post test.

Table 1

Results of Pre and Post Test Scores on the Cultural Knowledge Test

Student	Pre Test Score	Post Test Score	Points Increased	Percentage Increased
A	52	68	16	31
B	56	56	0	0
C	56	60	4	7
D	52	72	20	38
E	56	72	16	29
F	60	60	0	0
G	52	68	16	31
H	56	60	4	7
I	68	72	4	6
J	44	48	4	9
K	60	84	24	40
L	48	60	12	25
M	56	64	8	14
N	64	62	-2	-2
O	60	68	8	13
P	36	72	36	100
Q	36	68	32	88

Although the writer did not accomplish the projected outcome through the practicum program, the target group did demonstrate an increase of cultural knowledge.

2. All seventeen students demonstrated understanding of cultural literature by creating personal folktales. This objective was measured by the completion of a class folktales book, incorporating 100% of the Sixth Grade target groups' entries. This criteria was measured by the Cultural Folktales Criteria Evaluation Sheet (Appendix E:57). The writer placed a copy of this Cultural Folktales book in the site school library.

3. A middle school Social Studies Teacher Resource Center was created by the practicum writer and included 100% more cultural-based instruction materials. This objective was measured by the Cultural Resource Materials log (Appendix C:53). Many new resource materials were added by the writer to enhance not only the social studies program but also incorporate interdisciplinary materials for other subject areas. The vast array of cultural folktales were purchased by the practicum writer throughout the implementation period. These materials were displayed at a recent Association of Christian Schools International (ACSI) Fall Conference, held on November 25, 1996.

4. Fifteen out of the seventeen Sixth Grade Geography target group students would demonstrate increased personal experience with various cultures through the implementation and usage of a Social Studies Speakers Bureau and on-line technology. This objective was measured by the writer-constructed Social Studies Speaker Bureau directory (Appendix F:59) and the Cultural Notebook Criteria Evaluation Sheet (Appendix G:61). The criteria used to determine increased personal experience with various individuals from selected regions by the target group was by comparing pre and post responses to the Cultural Experiences Survey (Appendix D:55).

Results of Pre and Post Cultural Experience Survey

Survey Question Number

	1	2	3	4	5	6	7	8	9	10
A										
Pre	15	0	2	yes	1	no	2	no	2	0
Post	22	3	5	yes	1	yes	5	no	no	0
B										
Pre	0	0	2	no	1	yes	2	no	0	0
Post	0	1	3	no	2	no	9	yes	2	0
C										
Pre	0	0	0	no	0	no	1	no	1	0
Post	0	1	0	no	0	no	1	no	2	0
D										
Pre	0	0	1	no	2	no	1	no	1	0
Post	0	2	0	no	1	no	2	no	4	0
E										
Pre	1	0	0	no	1	no	1	no	2	0
Post	1	1	1	no	2	no	1	no	0	0
F										
Pre	3	1	4	no	2	no	7	no	4	0
Post	8	2	1	yes	1	yes	1	yes	12	0
G										
Pre	0	0	3	no	1	yes	1	yes	3	0
Post	0	1	0	no	1	no	1	4	0	0
H										
Pre	0	2	18	no	1	no	3	no	2	0
Post	0	1	0	no	2	no	5	yes	0	0
I										
Pre	0	0	0	no	1	no	1	no	3	0
Post	0	1	0	no	1	no	4	no	5	0
J										
Pre	0	2	1	yes	1	no	1	no	0	0
Post	0	3	1	no	1	yes	1	yes	2	0
K										
Pre	1	2	0	no	1	no	2	no	1	0
Post	0	2-9	1	yes	1	no	2	no	1	0
L										
Pre	7	3	0	no	1	no	1	yes	1	0
Post	5	1	0	no	1	no	1	yes	0	0
M										
Pre	0	0	1	no	1	no	2	yes	2	0
Post	0	0	1	no	1	no	1	yes	2	0
N										
Pre	0	1	0	no	1	no	3	no	2	0
Post	1	3-5	3	no	1	no	4	yes	5	0
O										
Pre	0	2	4	no	1	no	3	no	3	0
Post	1	1	5	no	3	no	5	no	7	0
P										
Pre	2	0	1	no	1	yes	1	no	1-3	0
Post	2	1	0	no	1	yes	1	no	1	0
Q										
Pre	1	0	1	no	2	no	1	no	0	0
Post	2	1	0	no	2	no	1	yes	4	0

According to the results of the post survey, students increased cultural experiences by exposure to speakers living outside the United States (question #2), reading novels and materials relating to various cultural regions (question #9), and corresponding with foreign missionaries throughout the world by either use of technology or pen and paper (question #8). These results demonstrate an increased awareness of cultural experiences by a minimum of ten out of the seventeen target group population. The Social Studies Speaker Bureau directory (Appendix F:59) was used to document contacts made by the writer to various missionaries or mission organizations. Several missionaries were unable to personnally speak to the target group within the classroom setting due to personal timetables and demands. However, students were presented with e-mail addresses and current addresses in order to correspond with such individuals throughout the school term. This directory will continue to be added to by the writer, beyond the implementation period. The directory will be passed on to all social studies instructors at the school site, interested in incorporating cultural experiences into the various age level curriculums.

5. A culminating activity known as the Cultural Missions Festival ended each unit under study. This activity was a tremendous success at the school site. Students participated in the festival during the school day, and parents were important in assisting in the set up of the festival. The concept of the Cultural Missions Festival was presented by the writer at a recent ACSI convention. Over twenty-five Florida educators attended the writer's presentation. Many inquiries were made by those in attendance as to how to produce a similar program at their site school.

Students produced outstanding displays, foods, research papers, oral presentations of the country from the various region. Even though the practicum experience is completed, the writer intends to conduct two more Festivals, involving the total number of sixth grade students attending the school site.

CHAPTER V

RECOMMENDATIONS

This practicum project could be improved and expanded in several significant ways. First, the program could be expanded to include an optional class trip to a country outside of the United States. This trip could include missions emphasis and cultural training, through language acquisition skills and knowledge of current events of the touring country. Students would prepare, plan, and carry out several predetermined class objectives to facilitate personal experience in a foreign country of study. There is no substitute for first hand experience through travel.

A second method of improvement would include the training of other site instructors as to the importance of integrated curriculum. Faculty have been exposed to this form of teaming and integration, but need teacher workshop training to provide basis and support. The practicum writer, if given more time and funding, would also invite outside speakers from other areas of the country to train site faculty. This expansion of educational experience would offer varied benefits to the over all school program. Faculty would have opportunities to explore and discover areas of creativity hidden away due to the more traditional form of teaching.

The achievement level for cultural awareness was very high for this particular target group. However, most members did improve knowledge concerning other regions of the world. To further this program, the practicum writer would incorporate more novels applicable to regions under study,

requiring students to read most of the work at home. This would allow more time within the classroom setting to implement indepth research concerning the book's themes. Reading aloud in the classroom was an appropriate beginning step for this initial phase, however, students would need to move through the written material at a faster pace. Other activities would be possible by eliminating a major portion of in class reading time.

The practicum writer would recommend additional time spend during the summer months with all faculty members to organize, plan, and create units of study that include cultural awareness across various disciplines. This would allow more individuals to become involved in the program, and provide more time to plan and prepare for the year. Fewer changes would need to be made in the overall curriculum when given funds for teacher planning during the summer months.

The benefit of technology within the classroom setting would tremendously enhance this practicum program. At present, the site school only provided computer access within a satellite library. The main computer lab is used the majority of the day for classroom student training. The lack of technology within the classroom teachers surroundings made several aspects of this program difficult. The program would be enhanced by including two to four computers within the classroom for students to complete team projects. At least one of these computers should have internet access to the world wide web. Students would be able to communicate more frequently with missionaries and other individuals within the region of study. Projects would derive from this form of communication through technology within the classroom environment.

The practicum project was a successful first step at the site school to enhance cultural literacy and usage of interdisciplinary curriculum. Even though the practicum project can be improved and further enhanced for future use, the initial phase this school year was exciting for the target group and all faculty members involved. The world of geography is a never ending source of adventure and discovery.

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APPENDIX A

CULTURAL KNOWLEDGE PRE/POST TEST
Appendix A

Circle the letter for the best answer to the following questions:

1. What two official languages are spoken in Canada?

   a. French and Spanish
   b. French and German
   c. French and English
   d. English and Spanish

2. Which language group is in the majority in Canada?

   a. French
   b. English
   c. Spanish
   d. German

3. Which of the following groups of people are native to Canada?

   a. Inuit
   b. Navajo
   c. Iroquois
   d. Cherokee

4. Which of the following modern day cities was the capital of the Aztec Indians?

   a. Bogota
   b. San Salvador
   c. Mexico City
   d. Acapulco

5. Which art form was used by Navajo Indians in the United States?

   a. totem poles
   b. carving animals from wood
   c. basket weaving
   d. coin design

6. What is another name for a structure built from large blocks cut from hard windblown snow?

a. Igloo
b. Longhouse
c. Tepee
d. Pueblo

7. What animal roamed the Great Plains of North America prior to the 1880s, and was central to the culture of the Native American population?

a. Caribou
b. Buffalo
c. Elk
d. Ram

8. What popular sport is played in villages and industrial cities of Latin America?

a. futbol
b. rugby
c. jai lai
d. basketball

9. Which of the following best describes the religion of the Aztec Indians?

a. worshipped the sea and oceans
b. performed human sacrifices
c. held no religious beliefs
d. worshipped only one god, god of the moon

10. The United States is facing an increasing cultural problem - illegal immigration from Mexico. What is the primary cause of illegal immigration?

a. a shortage of farmland in Mexico; need for jobs.
b. an overpopulation of wealthy landowners
c. the desire to practice their own religion in the U.S.
d. a lack of border patrols

11. Why were African slaves brought to the West Indies by strong, European colonial powers?

a. to work on sugar and cotton plantations
b. to work in the copper mines
c. to build a railroad system
d. to escape war in Africa

12. Which group of people wore the Star of David in Europe during World War II?

a. Nazis
b. Christians
c. Catholics
d. Jews

13. Which European country sold tea all over the world, and is known for having an afternoon tea break?

a. Denmark
b. France
c. England
d. Switzerland

14. What European mountain chain is in danger of environmental damage due to continual construction of ski runs?

a. Sierra Nevadas
b. Apennines
c. Alps
d. Rocky Mountains

15. The Dutch, people of the Netherlands, have used their knowledge and skills to obtain new land from the sea. Why?

a. to relieve an overcrowded population.
b. to increase jobs.
c. to provide more farmland.
d. to continue usage of windmills.

16. What mineral resource provides many jobs in Western Germany?

a. nickel
b. copper
c. tin

d. coal

17. Why are many Japanese choosing to move to Brazil?

a. easier to grow crops and plants year round in Brazil.
b. escaping religious persecution.
c. searching for larger homes.
d. want to enjoy the Brazilian beaches.

18. Why do Latin Americans daily buy their food from local markets, and eat it right away?

a. food spoils quickly in a tropical climate.
b. the money system changes on a daily basis.
c. many people are afraid of refrigeration.
d. people enjoy the socializing at the marketplace.

19. Which group of people have greatly influenced and included their own heritage into Brazilian art and culture?

a. Spanish
b. Dutch
c. African
d. Mexican

20. In the past, what prevented cattle raising from developing into a major industry in Venezuela?

a. the destruction of the rainforests.
b. the constant raining in the llanos plains.
c. the lack of rain in the llanos plains.
d. increased sheep herding.

21. Which of the following countries is known for the "fiesta?"

a. Germany
b. Mexico
c. France
d. Italy

22. Which of the following countries is best known for bullfighting?

a. Germany

b. Mexico
c. France
d. Italy

23. What are the two primary languages spoken in Brazil?

a. French and English
b. Spanish and English
c. Portuguese and French
d. Portuguese and English

24. Which geographic region is known for its "salsa music?"

a. Latin America
b. Europe
c. North America
d. Africa

25. Why are the mountains of Latin America seen as a problem for the people living there?

a. too difficult to pass through.
b. creates noise and pollution.
c. isolates individuals and breaks down communication.
d. causes weather to change frequently.

APPENDIX B

GEOGRAPHY ACCOUNTABILITY NOTEBOOK - CULTURAL ACTIVITY LOG
Appendix B

1. Number of Cooperative Group Activities on Unit 1 - North America
   Pre: 0 Post: 3

2. Number of Cooperative Group Activities on Unit 2 - Europe and Former U.S.S.R.

   Pre: 0 Post: 3

3. Number of lessons emphasizing the culture of North America:
   Pre: 0 Post: 10

4. Number of lessons emphasizing the culture of Europe/Former U.S.S.R:
   Pre: 0 Post: 10

5. Number of Speakers from other cultures to visit the classroom:
   Pre: 0 Post: 1

6. Number of research projects by students pertaining to the geography and culture of a region:

   Unit 1: Pre- 0 Post - 17

   Unit 2: Pre- 0 Post - 17

APPENDIX C

CULTURAL RESOURCE MATERIALS LOG
Appendix C

1. Number of cultural workbooks:

   pre: 0
   post: 10

2. Number of "Across the Curriculum" integrated books for Social Studies Multicultural Education

   pre: 0
   post: 5

3. Number of samples of cultural trade book novels:

   pre: 0
   post: 6

4. Number of folktale books related to various regions:

   pre: 0
   post: 50

5. Number of video tapes or CD-Roms to use to enhance the cultural awareness in Social Studies:

   pre: 0
   post: 4

APPENDIX D

C1

CULTURAL EXPERIENCE SURVEY PRE/POST
Appendix D

Thank You for completing this survey. Please answer the following questions to the best of your ability.

1. How many times have you traveled outside the continental United States?

_____

2. In the past school year, how many speakers have you listened to from a different country than the United States at school? _____

3. How many friends do you have that are not citizens or born in the United States? _____

4. If you do travel outside the continental United States, do you usually stay with someone that lives in that country? yes no

5. How many languages do you speak - include English: _____

6. Do you use the Internet to "talk" with someone from another country? yes no

7. What foreign restaurants have you eaten at in the past month? i.e. Chinese, Italian

8. Do you correspond with any foreign missionaries at the present? yes no

9. How many books or novels have you read in the last year about another culture?

10. How many mission trips to other countries outside of the continental United States have you attended ? _____

APPENDIX E

C3

CULTURAL FOLKTALES CRITERIA EVALUATION SHEET
Appendix E

1. Does this folktale have a clear, concise storyline? yes no

2. Does this folktale have a moral or lesson? yes no

3. Does this folktale describe or depict some aspect of the region's culture? yes no

4. Is this folktale entertaining to the listener? yes no

5. Does the accompanying illustrations give the reader or listener an idea about the culture of this stories origin? yes no

TWENTY POINTS FOR EACH "YES" ANSWER TO THE ABOVE CRITERIA

TOTAL NUMBER OF POINTS: _____

TOTAL POSSIBLE NUMBER OF POINTS: 100

APPENDIX F

C5

SOCIAL STUDIES SPEAKERS BUREAU DIRECTORY
Appendix F

AREA OF WORLD Name of Speaker	DATE OF SPEECH	PHONE NUMBER
1. Mr. George Wilson Russia	November 6, 1996	Contact Mrs. Johnson school # 425-0190
2. Mr. Larry Verlander West Africa Senegal	contact made but unavailable	(407) 422 - 6810
3. Mr. Ray Reynolds South America	contact made but unavailable	(407) 673 - 4880
4. Mr. Bill Mitchell First Baptist Church/Orlando	Missions Outreach	(407) 425-0190
5. Mr. Vini Jaquery International Reach Incorporated	did not return message	(407) 422-6926

APPENDIX G

C7

CULTURAL NOTEBOOK CRITERIA EVALUATION SHEET
Appendix G

1. Lecture Notes and Class Activity Notes:

   Unit 1: yes no
   Unit 2: yes no
   Results from Target Group 17/17 yes 0/17 no

2. Notes taken from Cultural Speakers:

   Unit 1: yes no
   Unit 2: yes no

   Results of Target Group 17/17 yes 0/17 no

3. Completion of all handouts in preparation for the Cultural Festival Day: yes no

   Results of Target Group 17/17 yes 0/17 no

4. Two letters or documentation from on-line connection with a person living in the assigned country or region of the world

   Unit 1: yes no
   Unit 2: yes no
   Results of Target Group 17/17 yes 0/17 no

5. Summary paragraph (8-10 sentences) of what you have learned about each region studied:

   Unit 1: yes no
   Unit 2: yes no

   Results of Target group: 16/17 - yes 1/17 no

EACH QUESTION IS WORTH 20 POINTS.

TOTAL POINTS POSSIBLE: 100 POINTS

TOTAL:

Unit 1: _____ Unit 2: _____

(*Each target member received one of these sheets at the beginning of the practicum period. The writer explained the usage of this form and students were held accountable at the end of each unit of study.)

APPENDIX H

ASSOCIATION OF CHRISTIAN SCHOOLS INTERNATIONAL
SOUTHEAST REGION
STREET ADDRESS: 2386 CLOWER STREET, BLDG. B, SUITE 100, SNELLVILLE, GA 30278
MAILING ADDRESS: P.O. BOX 1537, SNELLVILLE, GA 30278
(770) 985-5840 / FAX (770) 985-5847

November 25, 1996

Dear Seminar Leader,

I want to take this opportunity to thank you again for your willingness to be a seminar leader at our Florida Teachers Convention. Your contribution to the success of this convention cannot be overemphasized. The seminars are the core of the convention and every year teachers and administrators tell us how grateful they are for the good suggestions and ideas they have received.

I realize that many hours of thought and labor have gone into your preparation and presentation. Please be assured that the delegates and the ACSI staff know and appreciate all you have done.

We trust this has been an enjoyable experience for you and that you were blessed by ministering to our teachers and administrators. The enclosed honorarium is a small token of our appreciation for your efforts to make this a successful convention.

Seminar evaluations will be available for you at the seminar evaluation station which will be announced at the convention. Enclosed please find a list of suggestions that will help you begin each seminar. May God bless you as you present your seminar(s).

Sincerely in Christ,

Tom

Tom

P.S. Please adhere the enclosed ribbon to your name badge so that our seminar leaders may be recognized by the delegates.